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**Personnel**

**310TH SPACE GROUP  
MENTORING PROGRAM**

**COMPLIANCE WITH THIS PUBLICATION IS MANDATORY**

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This instruction establishes directorate policy and procedures, and assigns responsibilities for administering the 310<sup>th</sup> Space Group (SG) Mentoring Program. It applies to all military (enlisted and officer) and civilian personnel assigned to the 310 SG and implements portions of AFI 36-3401, AFRC Supplement 1 and AFRC Pam 36-3401.

**1. General.** AFI 36-3401 implements the Air Force Policy Directive 36-34, Air Force Mentoring Program. It gives guidance on how to carry out Air Force Mentoring to all Air Force military and civilian personnel.

**2. Mentoring Defined.** The primary purpose of any mentoring program is to maximize the potential of the members of an organization. Mentoring is a fundamental responsibility of all Air Force supervisors. They must know their people, accept personal responsibility for them, and be accountable for their professional development.

2.1. A mentor is defined as a trusted counselor or guide. Frequent and honest communication between the supervisor and subordinate is key to developing this trust.

2.1.1. The goal of Air Force Reserve Command (AFRC) mentoring is to bring about a cultural change in the way we view professional development. This is a supervisory mentoring program with the immediate supervisor designated as the primary mentor for each of their subordinates.

2.1.2. Air Force mentoring covers a wide range of areas. Among them are career guidance, professional development, Air Force history and heritage, and knowledge of air and space power. It also includes knowledge of the ethics of our profession, and understanding the Air Force's core values of integrity, service before self, and excellence.

2.1.3. The intent of the program is to be used as a tool to help learn more about your people in an effort to better support their pursuit of goals and objectives. The supervisor should be fully aware

that mentoring is a two way street. Interaction between the supervisor and subordinate should lead to the individuals learning much from their peers and/or subordinates. This informal mentoring is extremely valuable and should not be discounted.

### 3. Policy.

- 3.1. Frequency. As a minimum, mentoring will be accomplished in conjunction with the subordinate's initial and mid-term feedback sessions. Additional mentoring can be accomplished at any time.
- 3.2. Commanders at all levels are responsible for ensuring that mentoring takes place in their units.
- 3.3. It is the inherent responsibility of Air Force leaders to mentor future leaders. At a minimum, mentoring will consist of a discussion of performance, potential, and professional development plans during the performance feedback session.

### 4. GROUP AND UNIT RESPONSIBILITIES.

#### 4.1. Group Responsibilities.

4.1.1. 310 SG will appoint a mentoring program monitor. 310 SG support staff responsibilities are twofold: ensure group staff is setting the example by meeting all mentoring expectations and standards; and, monitoring and providing assistance to subordinate units through staff assistance visits (SAV).

#### 4.2. Unit Responsibilities.

4.2.1. Units will appoint a mentoring program monitor. Unit monitors will enhance awareness of the mentoring program.

4.2.2. Commander's Support Staff. The CCQ will prepare the commander's cover memorandum ([Attachment 1](#)). The CCQ will track mentoring and feedback requirements. The CCQ will keep the unit commander apprised of open mentoring and feedback requirements via the suspense listing.

4.2.3. Supervisor. The immediate supervisor or rater is designated as the primary mentor (coach, guide, role model, etc.) for each of his or her subordinates. All supervisors are responsible for reading AFI 36-3401, AFI 36-3401 AFRC Sup1, and AFRCPAM 36-3401. Once the supervisor receives the commander's cover memorandum, they will review the subordinate's records and determine their current level of professional development. Feedback will be documented on the appropriate Air Force form. Mentoring will be documented on the AFRC Form 141, **Mentoring Process Guide**. Supervisors are encouraged to use electronic forms. The supervisor will return only the endorsed cover memorandum to the unit CCQ for filing in the subordinate's Personnel Information File (PIF).

4.2.4. Subordinate. It is the subordinate's responsibility to seek mentoring if it is not given in a timely manner. The designation of the immediate supervisor or rater as the primary mentor does not restrict the subordinate's desire to seek additional counseling and professional development advice from other sources or mentors. All subordinates are responsible for seeking out appropriate professional reading material. Reading materials include, but are not limited to, USAF/AFRC history and heritage, air and space power, and ethics. At a minimum, all subordinates should review Attachments 3 and 4 of AFRCPAM 36-3401.

4.2.5. Key to mentoring is the direct involvement of the supervisor in the professional development of those he/she supervises. The supervisor must continuously challenge subordinates. It is essential to provide clear performance feedback and guidance in setting realistic professional and personal development goals.

4.2.6. In addition to AFRC Form 141 ([Attachment 2](#)) units may supplement the mentoring program with 310 SG Form 141, **310 SG Expectations Agreement** ([Attachment 3](#)).

ROSCOE L. O. GRIFFIN, Colonel, USAFR  
Commander

**Attachment 1****COMMANDER'S COVER MEMORANDUM**

## MEMORANDUM FOR SUPERVISOR

FROM: Unit CC

SUBJECT: Mentoring/Performance Feedback Notice

1. This is notification that a mentoring/performance feedback session for \_\_\_\_\_ is due by \_\_\_\_\_. You are encouraged to use the electronic AFRC Form 141 and the appropriate electronic Performance Feedback worksheet form attached.
2. In the mentoring portion of the session, take the opportunity to challenge the ratee to look into the future. Your subordinate should develop a career plan and identify skills needed to attain long-range goals with your assistance. It is your responsibility to take an active role in the professional development of the people you supervise. Utilize AFI 36-3401/AFRC Sup 1, AFRC PAM 36-3401 and 310SGI 36-3401 for guidance on how to best prepare for the mentoring session.
3. The performance feedback portion of the session should review the performance of the subordinate, providing helpful comments to assist the ratee's improvement. Guidance for preparation and conduct of an effective performance feedback session is in AFI 36-2406.
4. The mentoring/performance feedback session is a private discussion between the rater and ratee. While it is NOT an official record, it is a medium for supervisors to provide helpful comments for a subordinate to improve current performance and consider the future. Supervisors should provide the original copies of the AFRC Form 141 and Performance Feedback worksheet to the subordinates while keeping a copy for themselves. The supervisor should maintain their copies until the subordinate's next OPR/EPR is completed.
5. Endorse this memorandum, turn it in to your unit CCQ by the suspense date stated above.

Unit CC Signature Block

Duty Title

1<sup>st</sup> Ind, Supervisor

## MEMORANDUM FOR UNIT CCQ

Mentoring/performance feedback session was completed on \_\_\_\_\_.

\_\_\_\_\_  
Ratee's signature\_\_\_\_\_  
Rater's signature

## Attachment 2

## AFRC FORM 141, MENTORING PROCESS GUIDE

MENTORING PROCESS GUIDE <i>(Use Applicable Areas)</i>	
SUBORDINATE NAME/GRADE	SUPERVISOR'S NAME/GRADE/DATE
<b>PART I CAREER GUIDANCE (A Strategic Look at Career Progression)</b>	
<p>1. Five Year Goal</p> <p>2. Assignment Progression to Achieve Goal /Promotion Potential</p> <p>3. Possible Barriers</p>	
<b>PART II PROFESSIONAL DEVELOPMENT (<i>Skill Development Required to Meet Five Year Goal</i>)</b>	
<p><b>1. Interpersonal Skills</b> (<i>Negotiation, Adaptability, Coping Techniques, Conflict Management, Persuasion Skills, Team Building, Self Awareness</i>)</p> <p>a. Needs</p> <p>b. Assigned Activities</p> <p><b>2. Communication Skills</b> (<i>Written, Verbal, Listening, Presentation, Facilitating Groups, Selling, Body Language and Nonverbal Messages</i>)</p> <p>a. Needs</p> <p>b. Assigned Activities</p> <p><b>3. Technical Expertise</b> (<i>External/Internal Awareness, Financial Understanding, Academic Education, PME, Quality Awareness, Computer Literate</i>)</p> <p>a. Needs</p> <p>b. Assigned Activities</p> <p><b>4. Conflict Resolution</b> (<i>Analysis, Perception and Negotiation Skills, Creativity, Understanding Behavioral Styles, Counseling Skills, Stress Recognition</i>)</p> <p>a. Needs</p> <p>b. Assigned Activities</p> <p><b>5. Time Management</b> (<i>Personal Awareness, Self Direction, Motivation, Goal Setting, Decisiveness, Decision Making, Organization Skills, Delegation Style</i>)</p> <p>a. Needs</p> <p>b. Assigned Activities</p> <p><b>6. Goal Setting Skills</b> (<i>Personal Motivation, Self Awareness, Values, Creative Thinking, Planning and Strategy, Vision and Image Skills, Prioritizing, Goal Setting Process</i>)</p> <p>a. Needs</p> <p>b. Assigned Activities</p>	

AFRC FORM 141. SEP 97 (EF-V1)
C. CONTINUED ON REVERSE



**Attachment 3****310SG FORM 141, 310 SG EXPECTATIONS AGREEMENT**

310 SG EXPECTATIONS AGREEMENT	
Subordinate Name/Grade.	Supervisor's Name/Grade
PART I CAREER GUIDANCE	
Long Range Career Goals:	
Expectations for the Coming Year (General areas/topics)	
PART II SPECIFIC EXPECTATIONS	
Professional Goals Specific to this Job	
Priorities	
Leadership Development	
Professional Ethics	
310 SG FORM 141, JAN 2000	
Continued on Reverse	

**Attachment 3**  
**301SG FORM 141, REVERSE**

PART II (Continued)	SPECIFIC EXPECTATIONS
<p>Communication</p>	
PART III	CORE VALUES
<p>Air Force Core Values</p> <p style="margin-left: 40px;">Integrity</p>          <p style="margin-left: 40px;">Service Before Self</p>          <p style="margin-left: 40px;">Excellence in All We Do</p>	
<p>Additional Comments</p>	
<p>I helped develop and will do my best to achieve the goals listed in this document.</p> <p>Signed: _____ Date: _____</p>	<p>I helped develop and will support _____ in reaching these goals.</p> <p>Signed: _____ Date: _____</p>
<p>310 SG FORM 141 (Page 2), JAN 2000</p>	